



# MacIntyre Quest Academies Transition and Baseline

## **Intent Overview**

Moving from one school or setting to another can be worrying, and while the vast majority of learners benefit from positive experiences of transition, some require additional support. Learners with special educational needs and disabilities (SEND) often find transition more challenging than their peers.

Transitions should be seen as a process not an event, and should be planned for and discussed with children and their families. Settings should communicate information which will secure continuity of experience for the child between settings. Quest Academy seeks to understand the interests, strengths and motivations of children and uses this as a basis for planning support around them.

Planning and preparation for transition may involve a range of different elements, though these are not necessarily separate activities.

They are likely to include:

- establishing relationships
- sharing information
- visits
- creating continuities
- preparation in the setting
- training and support
- settling in and reviews

The period of planning and preparation is to involve the Inclusion team consisting of Safeguarding lead, Behavioural lead and SENCO as well as the allocated key personnel and, for some children, the involvement a wider range of professionals. In the sections below, the Behavioural lead will co-ordinate logistical implementation leading the transition process with the support and involvement of the SENCO. At different stages and for different children and families, the SENCO, safeguarding lead, Family Footings (Home Liaison) and other key professionals may be more involved.

## **Implementation**

Pre-visit by Family footings which consists of meet and greet and preliminary information gathering:

Home visits, Risk assessments, One-page profile, PBSP initial plan, Consent forms, Compulsory paperwork.

Child and parents have pre-transition visit and meet and greet with new learners' staff.

<b>Week Number</b>	<b>Transition and Baseline Actions</b>
Week 1	Review progress (Behaviour, Safeguard, Educational) Log ins for all online resources. (laptop) Timetable, school rules and procedures. Class folder set up.
Week 2	Safe Space, Safe People, basic Protective Behaviours. English GL Assessments
Week 3	Maths GL Assessments
Week 4	Review progress (Behaviour, Safeguard, Educational) Science GL Assessments
Week 5	Salt Observation + basic recommendations
Week 6	Occupational Therapy Observation + basic recommendations PDP setting and "Ready for Life" Road map in place
Week 7	Parental review Family footings
Week 8	Review progress (Behaviour, Safeguard, Educational)
Week 9	EP Baseline Assessments
Week 10	CP Baseline Assessments
Week 11	Personalised learning evaluation
Week 12	Review progress (Behaviour, Safeguard, Educational)

### **Expected Impact**

Transition planning looks at each child's capabilities and helps them and their family think about short- and longer-term goals and the support they need to attain these goals. The plan, do, review process and 12-week Baseline period bring together the child, their family, professionals and others who can help the child/young person to achieve their targets.

Our effective multi-agency approach which involves all stakeholders being engaged in the planning and review process to help each child to experience a smooth transition into Quest.

The graduated approach Quest uses recognises that children learn in different ways and can have different kinds of levels of SEN. We have well embeded systems in place to support the Plan do and Review Process and through these learners are able to access different programmes of support. These are usually delivered by our specialist multi- disciplinary team but may also involve other external stakeholders.

### **Impact**

Learners are able to successfully transition into Quest Life, feel a sense of belonging in preparation for them to be "Ready for Life" in line with our vision, mission, ethos and values.